

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: Dover Public Schools	School: Dover High School
Chief School Administrator: Mr. Robert Becker	Address: 100 Grace St, Dover NJ 07801
Chief School Administrator's E-mail: bbecker@dover-nj.org	Grade Levels: 9-12
Title I Contact: Mr. Kevin Bullock	Principal: Mr. Delvis Rodriguez
Title I Contact E-mail: kbullock@dover-nj.org	Principal's E-mail: drodriguez@dover-nj.org
Title I Contact Phone Number: 973-989-2004	Principal's Phone Number: 973-989-2014

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Delvis Rodriguez
Principal's Name

Delvis Rodriguez
Principal's Signature

June 30, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 4 stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,354,166, which comprised 94.7% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$6,772,910, which will comprise 94.8% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
HSA /FAPA	4	Core Academic Program	(100 – 100) Employee Salaries	\$49,438
			(200 – 200) Employee Benefits	\$12,854
Supplemental Instruction	2, 3 & 4	Core Academic Program	(100 – 100) Employee Salaries	\$178,967
			(200 – 200) Employee Benefits	\$96,458
SAT Prep	1, 2, & 4	Extended Day/Year	(200 – 300) Professional and Technical Services	\$14,000
			(100 – 100) Timesheet Payments	\$634
Algebra I on the iPad	2, 3 & 4	Extended Year	(100 – 100) Timesheet Payments	\$538
ELL Summer Tutoring	1, 2, & 4	Extended Year	(100 – 100) Timesheet Payments	\$8,073
College Essay Summer Boot camp	4	Extended Year	(100 – 100) Timesheet Payments	\$1,077

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Title I Parent Speaker Series	1,2,3 & 4	Parental Involvement	100 – 100) Employee Salaries and (200 – 600) Non-instructional Supplies	\$3,916
Extended-day Afternoon / Morning Program	1,2, and 4	Extended-day	(100 – 100) Timesheet Payments	\$6,084

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Julio Enchautegui	Parent	X	X		
Delvis Rodriguez	School Staff-Administrator	X	X		
Vladimir Belenky	School Staff-Math/Science	X	X		
Dawn Sperry	School Staff-Writing	X	X		
Toni Frame	School Staff-Math	X	X		
Craig Lishawa	School Staff Special Ed	X	X		
Richard Guglielmo	School Staff-Bilingual	X	X		
Jason Sabino	School Staff-Guidance	X	X		
Bonnie McCloskey	School Staff-Support	X	X		
Alice Reines	School Staff-Paraprofessionals	X	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Frank Mauro	School Staff-Technology	X	X		
Angela Homa	School Staff-Youth Based Services	X	X		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 16, 2014	Dover High School Media Center	Comprehensive Needs Assessment	x		x	
December 16, 2014	Dover High School Media Center	Comprehensive Needs Assessment	x		x	
March 17, 2015	Dover High School Media Center	Program Evaluation	x		x	
May 19, 2015	Dover High School Media Center		x		x	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Dover High School, a community rich in diversity, talent and history, challenges and instructs all students to identify and develop their unique abilities. Students achieve academic excellence and demonstrate responsible citizenship through participation in a comprehensive offering of academic and extra-curricular activities.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Dover High School implemented the program as planned.

2. What were the strengths of the implementation process?

One of the strengths of the implementation process was the overall belief that our schoolwide plan would lead to the academic success of students targeted for extra assistance. Another strength was the “buy in” from students who were motivated to plan a successful strategy for academic success. Lastly, there was a continuous “push” to have students participate in various Title I sponsored programs.

3. What implementation challenges and barriers did the school encounter?

One of the challenges the school encountered during the 2014-2015 school year was regular attendance at the Parent Involvement meetings. Despite a significant effort to advertise our speaker series, the meetings were not attended as well as we would have liked.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

An apparent strength of the program was the success we have had with similar programs in the past. Teachers, parents, and school leaders all provided feedback on the development of strategies to improve our Title I programs. One apparent weakness was the overall support from students and parents once programs were implemented. Attendance at our Title I summer activities dropped as the summer progressed. With that said, the goal this year would be to create efficient, hands on courses that will keep students engaged during a shorter period of time.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

The schoolwide planning team was crucial in sharing the values of our programs to the general public. The teachers who served on the committee were key in sharing the qualities these programs have to offer to the students of Dover High School. The parents involved shared varied opinions and feedback on how to continue to improve the program.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff at Dover High School very much believed in the importance of each program implemented. They made every effort to emphasize the programs during classroom announcements, and during staff/department meetings. They also shared the availability of various programs with parents during conferences.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The community was also pleased with the program implementation. Parents are pleased to be part of the process via the Parent Involvement meetings and programs offered as a result of their input. They are also welcomed advocates of the additional services provided to help improve academic achievement.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Our supplemental courses were delivered in the same manner as regular classes. A supplemental math program was held during the regular school day for the duration of the school year. The group sizes for these supplemental sessions were relatively small (10-12 students). Parent programs were offered in the evening, and were based on a parent's individual needs. Supplemental programs were created to provide additional support, during the school day, in the areas of Math and Language Arts.

9. How did the school structure the interventions?

The structure of the interventions varied. Students were provided supplemental services both during regular school hours and after school. The amount of days provided for each intervention maximized instructional time, while maintaining a balance in each student's school schedule. During each intervention, teachers were provided specific instructional materials and maintained accurate records of student progress.

10. How frequently did students receive instructional interventions?

Students who participated in the supplemental courses received daily instruction. Students who participated in our extended-day program participated twice a week. Numerous summer programs were held, which ranged from one to two weeks depending on the program.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program?

Students had access to laptop computers in order to complete various assessments online that supplemented the Title I program. The Health and Science academy students were afforded Apple iPads (not purchased with Title I funds) that contained electronic textbooks in order to promote an interactive, 21st Century experience to learning. Teachers also conducted much of their instruction using our interactive Promethean boards for daily classroom instruction and during the Parent Involvement component of the program.

12. Did the technology contribute to the success of the program and, if so, how?

The technology led to the success in the program because it promoted true differentiation of instruction while allowing the teacher to meet the individual needs of each student. It also promoted interaction between parents and school personnel as parents were advised on how to communicate with teachers via email.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 12	0	1	Extended Day tutoring/AHSA tutoring	The ELL student left Dover High School and returned during her senior year.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 12	4	0	Daily Supplemental Instruction	The interventions were successful because teachers were able to individualize instruction for each student. English Language Learners showed an increase in proficiency levels.

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 9	71.8%	76%	English SAIL/PARCC Lab/Counselor review of grades	In addition to the support in the English SAIL program, an emphasis was placed on supplementing instruction on in the PARCC Language Arts Lab. As a result, 76% of grade 9 students received a final grade of "C" or better.
Grade 10	81.6%	75%	Counselor review of grades/Administrator review of grades.	In addition to an emphasis on obtaining skills on the CCSS from all subject matters, administrators and counselors maintained communication with students and parents. As a result, 75% of the students in their grade level Language Arts class received a final grade of "C" or better.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 9	55.7%	73%	PARCC Lab/Counselor review of grades/Administrator review of grades	An emphasis to supplementing math instruction during the PARCC lab was the focus of improvement in this area. As a result, 73% of students in Algebra I received a final grade of "C" or better.
Grade 10	74.8%	81%	Counselor review of grades/Administrator review of grades.	In addition to an emphasis on obtaining skills on the CCSS from all subject matters, administrators and counselors maintained communication with students and parents. As a result, 81% of the students in their grade level Math (Geometry) class received a final grade of "C" or better.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC Lab	YES	Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal/informal observations, and student achievement on the PARCC/DLM assessments.	Students have made considerable progress in their ability to navigate PARCC like websites as a result of completing practice questions via the website. 100% of students actively navigated PARCC websites throughout the year. The results of the actual PARCC exam have yet to be scored.
Math	Students with Disabilities	PARCC Lab	YES	Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal/informal observations, and student achievement on the PARCC/DLM assessments.	Students have made considerable progress in their ability to navigate PARCC like websites as a result of completing practice questions via the website. 100% of students actively navigated PARCC websites throughout the year. The results of the actual PARCC exam have yet to be scored.
ELA	ELLs	IPAD Instruction	YES	Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal / informal observations and walkthroughs.	Students in the ELL program were provided instruction in Language Arts through the use of an iPad. This innovative method of instruction developed skills utilizing 21st Century methods. ELL ACCESS scores indicate that students in grades 10-12 have increased their level of fluency by .4% from one year to the next. This scale has a measurement from 1 for "beginner" and 6 for "fluent." The average score for all students as of June 2013 was 4.09.
Math	ELLs	IPAD Instruction	YES	Administrators' weekly comments pertaining to lesson plans, teachers'	Students in the ELL program were provided instruction in Language Arts through the use

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				weekly lesson plans, formal / informal observations and walkthroughs.	of an iPad. This innovative method of instruction developed skills utilizing 21st Century methods. ELL ACCESS scores indicate that students in grades 10-12 have increased their level of fluency by .4% from one year to the next. This scale has a measurement from 1 for “beginner” and 6 for “fluent.” The average score for all students as of June 2013 was 4.09.
ELA	Economically Disadvantaged	PARCC Lab	YES	Administrators’ weekly comments pertaining to lesson plans, teachers’ weekly lesson plans, formal/ informal observations, and student achievement on the PARCC/DLM assessments.	Students have made considerable progress in their ability to navigate PARCC like websites as a result of completing practice questions via the website. 100% of students in grades 9, 10 and 11 actively navigated PARCC websites throughout the year. The results of the actual PARCC exam have yet to be scored.
Math	Economically Disadvantaged	PARCC Lab	YES	Administrators’ weekly comments pertaining to lesson plans, teachers’ weekly lesson plans, formal/ informal observations, and student achievement on the PARCC/DLM assessments.	Students have made considerable progress in their ability to navigate PARCC like websites as a result of completing practice questions via the website. 100% of students in grades 9, 10 and 11 actively navigated PARCC websites throughout the year. The results of the actual PARCC exam have yet to be scored.
ELA	Schoolwide	Health and Science Academy	Yes	Administrators’ weekly comments pertaining to lesson plans, teachers’ weekly lesson plans, formal / informal observations, and student achievement on academic	Students in the Health Sciences Academy were provided traditional instruction in the areas of Language Arts and Math while focusing on how each subject relates to their specific course of study. As a result of relating these subjects to potential real world experiences, 100% of the students are on track to graduate in four years. Students in

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				courses/college level exams.	the program have earned 183 total combined college credits as of the end of the 2014-2015 school year.
Math	Schoolwide	Health and Science Academy	Yes	Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal / informal observations, and student achievement on academic courses/college level exams	Students in the Health Sciences Academy were provided traditional instruction in the areas of Language Arts and Math while focusing on how each subject relates to their specific course of study. As a result of relating these subjects to potential real world experiences, 100% of the students are on track to graduate in four years. Students in the program have earned 183 total combined college credits as of the end of the 2014-2015 school year.
ELA	Grade 9	English S.A.I.L.	Yes	Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal/ informal observations, and student achievement on most recent academic reports.	Students identified as having Language Arts deficiencies were provided the additional support of this double period Language Arts class. An emphasis was given to fundamental reading and writing skills with the goal of meeting Annual Performance Targets. During the 2014-2015 school year, 74% of the students enrolled in the class scored a grade of "C" or better.
ELA/ Math	Schoolwide	Fine and Performing Arts Academy	Yes	Daily attendance of students, student portfolios, and achievement on most recent academic final reports.	Students in the Fine and Performing Arts Academy were provided traditional instruction in the areas of Language Arts and Social Studies while focusing on how each subject relates to the field of Fine

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					and Performing Arts. As a result of relating these subjects to potential real world experiences, 100% of the students are on track to graduate in four years.

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	All Students	Algebra I Intensive	Yes	School report card grades.	73% of all students taking Algebra I received a final grade of “C” or better.
ELA	All Students	SAT Prep	Yes	Overall SAT scores	Final SAT scores not yet in from College Board
Math	All Students	SAT Prep	Yes	Overall SAT scores	Final SAT scores not yet in from College Board
ELA	All Students	College Essay Boot camp	Yes	College Applications/Acceptances	100% of the students who participated in the program applied to a four-year college/university. Overall, 72 students applied to a four-year school submitting 303 college applications.
ELA	ELLs	ELL Transitional Program	Yes	Student Registration/Surveys	Students in the ELL program were provided an extended school year workshop that focuses on Math, Language Arts and Transitional Skills. ELL ACCESS scores indicate that students in grades 10-12 have increased their level of fluency by .4% from one year to the next. This scale has a measurement from

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					1 for “beginner” and 6 for “fluent.” The average score for all students as of June 2013 was 4.09.
Math	ELLs	ELL Transitional Program	Yes	Student Registration/Surveys	Students in the ELL program were provided an extended school year workshop that focuses on Math, Language Arts and Transitional Skills. ELL ACCESS scores indicate that students in grades 10-12 have increased their level of fluency by .4% from one year to the next. This scale has a measurement from 1 for “beginner” and 6 for “fluent.” The average score for all students as of June 2013 was 4.09.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/ Math	All Content Areas	Stronge Teacher Evaluation System (Student Growth Objectives)	Yes	Participant Survey Form, administrative review of lesson plans, and formal / informal observations.	As a result of proper training on creating Student Growth Objectives, teachers were able to establish clear goals for individual student performance. 100% of teachers are expected to meet their goals.
ELA Math	All content areas	Professional Learning Communities	Yes	Participant Surveys, Development of PLC plans	Teachers participated in Professional Learning Communities that promoted collaboration and developed instructional strategies that were implemented in the classroom. As a result, 85% of teachers received effective or highly effective on their Student Growth Objectives. During the 2014- 2015 school year, there were 73 PLC meetings, involving 152 staff members, and covering five (5) different educational issues. According to the PLC Surveys, teachers benefited from participation. On a scale of 1- 5, the average score on the surveys were a 3.7.
ELA Math	All content areas	Promethean Board Training	Yes	Participant Surveys/Lesson Plans	Many new and veteran teachers participated in a course that demonstrated the various educational tools teachers could use the Promethean board while instructing students. As a result, 100% of the teachers involved in the workshop continued to use and show students how to use the Promethean board as a valued educational tool.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	All content areas	PARCC Training	Yes	Participant Survey Form, administrative review of lesson plans, and formal / informal observations/ Documentation of module review.	Teachers were trained on the various components of the PARCC examination. As a result, they were better prepared to create lessons directly related to “PARCC” style instruction, and were able to properly administer the test during the 2014-2015 school year.

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	All Groups	NCAA Parent Information Workshop	Yes	Participant Survey/ Questionnaire	100% of the parents surveyed stated that they benefited from the information provided.
All content areas	All Groups	Understanding your child’s physiological and psychological makeup	Yes	Participant Surveys/Questionnaire	100% of the parents surveyed stated that they benefited from the information provided, and will use some of the skills learned to better deal with their child at such a sensitive stage of their life.
All content areas	All Groups	“After the Fire”	Yes	Participant surveys/Questionnaire	100% of the parents surveyed stated that they benefited from the information provided, and would speak to their child about campus safety.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All content areas	All Groups	Financial Aid Night	Yes	Participant Surveys/FAFSA Forms	A total of 121 students successfully completed a FAFSA application.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Delvis Rodriguez
Principal's Name

Delvis Rodriguez
Principal's Signature

June 30, 2015
Date

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Report Card Grades	Based on School Report Card Data, final grades of “C” or better increased in Language Arts by 4.2% in grade 9, decreased by 6.6% in grade 10, and increased by 4.5% in grade 11.
Academic Achievement - Writing	Report Card Grades	Based on School Report Card Data, student grades of “C” or better increased in Language Arts by 4.2% in grade 9, decreased by 6.6% in grade 10, and increased by 17.6% in grade 11.
Academic Achievement - Mathematics	Report Card Grades	Based on School Report Card Data, student grades of “C” increased in Math by 17.3% in grade 9, increased by 6.2% in grade 10, and increased by 22.5% in grade 11.
Family and Community Engagement	Attendance Sheets	48% of eligible parents attended one or more of the various school activities throughout the 2014-2015 year.
Professional Development	Teacher Survey	High School teachers have expressed the need for professional development on Student Growth Objectives, Development of Quarterly Assessments, Promethean Board Training, and minimizing disruptions during PARCC exams. During the 2014-2015 school year, there were 73 PLC meetings involving 152 staff members covering 5 different educational issues. Teachers reflected in their surveys that they were very satisfied with the level of professional development provided. On a scale of 1-5, the average score was a 3.7.
Leadership	School Climate Survey	This comprehensive survey administered to staff provides valuable insight in the area of school climate, instructional programs, and organization. Survey

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		results indicate that a positive school culture exists where teacher collaboration occurs on a regular basis. On a rating scale of 1-5, the most recent school climate survey scored an average of 2.81.
School Climate and Culture	School Climate Survey	This comprehensive survey administered to staff provides valuable insight in the area of school climate, instructional programs, and organization. Survey results indicate that a positive school culture exists where teacher collaboration occurs on a regular basis. On a rating scale of 1-5, the most recent school climate survey scored an average of 2.81.
Students with Disabilities	Report Card Grades	Based on School Report Card Data, grades of "C" or better increased in Language Arts by 4.2% in grade 9, decreased by 6.6% in grade 10, and increased by 4.5% in grade 11.
English Language Learners	ACCESS Examination	ELL ACCESS scores indicate that students have increased their level of fluency by .4% from one year to the next. This scale has a measurement from 1 for "beginner" and 6 for "fluent." The average score as of June 2013 was 4.09.
Economically Disadvantaged	Report Card Grades	Based on School Report Card Data, grades of "C" or better increased in Language Arts by 4.2% in grade 9, decreased by 6.6% in grade 10, and increased by 4.5% in grade 11. Based on School Report Card Data, student grades of "C" increased in Math by 17.3% in grade 9, increased by 6.2% in grade 10, and increased by 22.5% in grade 11.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The needs assessment was discussed and refined over several meetings with the schoolwide planning committee. The committee took several factors such as Report Card results, SAT scores, graduation rates, upcoming PARCC assessments, planning and organization, curriculum and instruction, parental and student participation, and professional development into consideration when developing a comprehensive plan for the next school year.

2. What process did the school use to collect and compile data for student subgroups?

Data released by the NJDOE pertaining to Annual Performance Target results for all student subgroups is a primary source of data that is collected by the Assistant Superintendent of Schools and compiled in a district database. The scores of students in the district less than one year are removed and the subgroup scores are analyzed. Scores are compared with the Annual Performance Targets. The school performance report is also analyzed, and the results are compared to county and state averages. Additionally, the high school administration reviews the school's PSAT and SAT averages, enrollment in 4-year colleges, and Advanced Placement data annually and compares the results to county and state averages.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The State of New Jersey ensures Annual Performance Target scores are statistically reliable by employing a 95% confidence interval around the Annual Performance Targets. Dover High School also had over 95% of each subgroup assessed adding to the validity of the data.

4. What did the data analysis reveal regarding classroom instruction?

The data analysis revealed a need for more concentration and efficiency in the areas of Language Arts and Mathematics across the curriculum. A shift in paradigm is needed to prepare all students for success on the new PARCC assessments. Additional instructional time is necessary to identify and teach the combined mathematics and Language Arts skills needed for success on the upcoming PARCC assessments. Furthermore, the analysis revealed a need to begin infusing areas of the Common Core State Standards across the curriculum. More of an effort must be made to help increase the number of students passing Math and Language Arts classes with a grade of "C" or better. Based on the data analysis, adjustments to curriculum are necessary to meet the demands of the changes in the SAT.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data from previous years indicated that teachers valued the importance of professional development training. The development of proper Student Growth Objectives helped to provide a true focus on instruction. The Common Core State Standards training provided Language Arts and Math teachers the crucial tools necessary to help students achieve on the PARCC assessments that were administered in 2014-2015. The PLC workshops related to the progress of Student Growth Objectives were helpful as teachers collaborated on how to continue to meet the goals. Teachers also requested support with the new Quarterly Assessment procedures in order to create assessments that were rigorous, while promoting student success on such assessments. As a result, report card data indicated an increase in Language Arts by 4.2% in grade 9, decreased by 6.6% in grade 10, and increased by 4.5% in grade 11. The results also indicated student grades of “C” or better increased in Math by 17.3% in grade 9, increased by 6.2% in grade 10, and increased by 22.5% in grade 11.

6. How does the school identify educationally at-risk students in a timely manner?

In addition to using a district database to track students’ achievement on state assessments, pre-and post-assessments along with student grades and teacher recommendation are used to identify at-risk students in a timely manner.

7. How does the school provide effective interventions to educationally at-risk students?

Educationally at-risk students are provided supplemental services during the school day. In many instances these students participate in an additionally math and/or language arts course during the day. Summer and extended-day (after school) programs are also available to students.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers were engaged in the development of their Student Growth Objectives and the Common Core State Standards through Professional Learning Community meetings, and through Professional development workshops. Developing lessons that help to meet those objectives were cohesively developed. Dover High School teachers also attend monthly department

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

meetings during which district supervisors of Mathematics and Language Arts reviewed the Annual Target data with their respective staff and discussions about effective instructional and assessment strategies in regards to quarterly assessments and student achievement were shared and developed.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

An orientation program is held for eighth grade students and their parents during the year. This orientation program is designed to provide students with a familiarity of the building and give them an overview of the vast array of programs available to them as Dover High School students. Additionally, student applying for our “specialized” programs are invited to a “Year-in-Review” session in order to experience what the programs entail throughout the course of the year. Some of our specialized programs also invite 8th grade students to a “shadowing day” to experience the programs first hand during the school year.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

In addition to closely analyzing the item analysis from the comprehensive needs assessment surveys, members of the Schoolwide Planning Team and the School NCLB Committee reviewed several years worth of testing data, NCLB school performance report information, and school data (attendance, discipline, and enrollment). Both committees also referenced documents pertaining to re-designing education in New Jersey for the 21st Century initiatives in order to evaluate the school’s current program offerings and identify necessary changes, such as the need to infuse the new Common Core Standards into the curriculum both vertically and horizontally. The analysis also identified the need to create a program that will help improve the school’s four-year graduation rate. Since students without a clear vision/path have a greater likelihood of dropping out of high school and student data highlighted an overwhelming interest in health-related fields, a Fine and Performing Arts Academy, as well as a Health and Science Academy were created.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts	Math
Describe the priority problem using at least two data sources	Increase the level of LAL achievement for all students on the PARCC assessments. Increase the number of students successfully passing their grade level Language Arts course.	Increase the level of mathematics achievement for all students on the PARCC assessments. Increase the number of students successfully passing their grade level Language Arts course.
Describe the root causes of the problem	A greater emphasis must be placed on addressing the individualized weaknesses of students. This needs to be achieved by using data to drive instruction on a consistent basis throughout the year.	A greater emphasis must be placed on addressing the individualized weaknesses of students. This needs to be achieved by using data to drive instruction on a consistent basis throughout the year.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled Helping Students Navigate the Path to College: What High Schools Can Do, September 2009	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled Helping Students Navigate the Path to College: What High Schools Can Do, September 2009
How does the intervention align with the Common Core State Standards?	Teachers develop lessons that are aligned with the district's curriculum guides and 21 st Century requirements. Lessons also support the attainment of the district's student learning goals, which are predicated around the Common Core Standards.	Teachers develop lessons that are aligned with the district's curriculum guides and 21 st Century requirements. Lessons also support the attainment of the district's student learning goals, which are predicated around the Common Core Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	PARCC Readiness	Graduation Rate
Describe the priority problem using at least two data sources	Students must align their skills in Language Arts and Math in order to make the connection between the CCSS and the PARCC assessments. More time is needed in these areas in order to make that connection. A focus on student use of technology will be emphasized in 2015-2016.	The school's graduation rate, SAT scores, and students' acceptance into four-year colleges are low.
Describe the root causes of the problem	The change in standardized testing has caused a shift in paradigm on how students learn. Therefore, more time is needed to make the adjustment as quickly as possible.	Students have not been able to recognize the importance of proper planning for life after high school. We must develop programs/academies of high-interest to students that will get them on the path to a successful career. Programs must be varied to meet the needs of a diverse population.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009
How does the intervention align with the Common Core State Standards?	Giving teachers the opportunity to infuse the Common Core State Standards during supplemental class time will lead to success on upcoming PARCC assessments.	The Common Core State Standards must be exposed to students beyond the typical Math and Language Arts courses. The added rigor in other courses will help increase performance in the priority courses.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/ Math	Grade 9	PARCC Lab	Mr. Delvis Rodriguez, Principal; LAL and Math Supervisors	Attainment of NJDOE established Annual Performance Targets Report Card Grades, PARCC results	<i>The Schooling Practices That Matter Most (2000)</i> from the Office of Educational Research and Improvement.
Math/Science	Grades 9 & 10	Science and Math Integrated Learning Experience	Mr. Delvis Rodriguez, Principal, Math Supervisor,	Attainment of NJDOE established Annual Performance Targets Report Card Grades	<i>The Schooling Practices That Matter Most (2000)</i> from the Office of Educational Research and Improvement
21 st Century /College and Career Readiness	9-12	Health and Sciences Academy	Mr. Delvis Rodriguez, Principal; Health/PE & Science Supervisor	Percentage of students enrolled in the program are on-track to graduate with their cohorts. Advancement towards certifications within the field of Health and Science	NJ Steps Re-Designing Education in New Jersey for the 21 st Century (2008)
21 st Century /College and Career Readiness	9-10	Fine and Performing Arts Academy	Mr. Delvis Rodriguez, Principal; Language Arts/Social Studies Supervisor	Percentage of students enrolled in the program are on-track to graduate with their cohorts. Advancement towards certification within the field of the Fine or Performing Arts.	NJ Steps Re-Designing Education in New Jersey for the 21 st Century (2008)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
College and Career Readiness	9-12	Naviance	Mr. Delvis Rodriguez Principal/Director of Guidance/Guidance Counselors	The number of students applying to a four-year colleges or universities will increase by 10%. The number of students accepted into a four- year college will increase to 45%.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools can do. September, 2009</i>
All	11-12	Dual Enrollment Courses	Mr. Delvis Rodriguez, Principal/District Supervisors	A greater number of students will enroll in AP courses, pass AP exams, and receive transcribed college credits.	Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled The Condition of Education, 2011
ELL	9	ELL Symposium	Mr. Delvis Rodriguez, Principal/District Supervisors	Students in the ELL symposium will make the transition to the HS setting much easier, as a result of being merged with English speaking students.	Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled The Condition of Education, 2011

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math/LAL/College and Career Readiness	Grade 11	SAT Prep (Kaplan)	Mr. Delvis Rodriguez, Principal; Department Supervisors	The percentage of students enrolling in four-year colleges after graduation will increase by at least 10% from 2015. The minimum average combined SAT score of the students enrolled in the course will increase to 1550.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009
Math*	Grade 9	Summer Algebra Program	Mr. Delvis Rodriguez, Principal; Department Supervisors	Students participating in this program will gain a head start in Algebra I during the school year. An emphasis will be placed on learning Algebra using technology. This will result in proficient scores on the upcoming PARCC assessments.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
College/Career Readiness	Grades 11 and 12	College Essay Boot camp	Mr. Delvis Rodriguez Principal; Guidance Staff/Language Arts Instructor	Students in this program will have a completed college essay in preparation for the upcoming college application process. This will lead to a 10% increase of college applications completed. During the 2014-2015 school year, a total of 390 college applications were completed. The goal is to complete the college essay process in order to increase the number of student application.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009
ELA*	Math	ELLs ELL	Summer Program Mr. Delvis Rodriguez Principal; World Language Supervisor	ELL students will receive a head start introduction in Basic Language Arts and Math skills. They will also receive instruction that focuses on their transition to the high school and beyond.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009
ELA Math	All Students	Extended-day Program	Mr. Delvis Rodriguez, Principal	Participants will demonstrate proficiency on their respective PARCC assessments	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Helping Students Navigate the Path to College: What High Schools Can Do</i> , September 2009

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	All Students	SAMR Model Technology Training	Mr. Delvis Rodriguez/Principal	Measurable progress in the student use of technology/attainment of APT on PARCC assessments.	The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance entitled <i>Turning Around Chronically Low performing Schools</i> . 2008

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

- 1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?**

The high school principal, along with the administrative team, will be responsible for evaluating the schoolwide program for the 2015-2016 school year. Additional input will be provided by the teachers who were directly involved in Title I programs, and parents who benefited from the initiatives.

- 2. What barriers or challenges does the school anticipate during the implementation process?**

Some of the barriers may involve parental support for extended school day programs. Although parents believe in the academic success of their child, continuous reinforcement in program participation could cement the importance of our extended school day program.

- 3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**

The schoolwide planning team, along with the entire teaching staff, is crucial in sharing the values of our programs to the general public. The teachers who serve on the committee are key in sharing the qualities these programs have to offer to the students of Dover High School. The parents involved would be key in sharing the same information within the community.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

An annual survey conducted at the end of the school year will be used to gauge the perception of staff. The information will be collected, and the data analyzed in order to make improvements for the next school year.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Surveys will be administered during parent meetings to help gauge the perceptions of the community at large. Also, community stakeholders will be asked to participate in regular meetings in order to provide their input on feedback from the community.

6. How will the school structure interventions?

The structure of the interventions will vary. Students will be provided supplemental services both during regular school hours and after school. The amount of days provided for each intervention will maximize instructional time, while maintaining a balance in each student's school schedule. During each intervention, teachers will provide specific instructional materials and maintain accurate records of student progress.

7. How frequently will students receive instructional interventions?

Students who participate in the supplemental courses receive daily instruction. Students who participate in our extended-day program attend two – three times a week. The duration of our summer programs range from one week to three weeks.

8. What resources/technologies will the school use to support the schoolwide program?

Students will have access to laptop computers in order to complete various assessments online that supplement the Title I program. The Health and Science academy students are afforded Apple iPads that contain electronic textbooks in order to promote an interactive, 21st Century experience to learning. Teachers also conduct much of their instruction using our interactive Promethean boards. Moving forward, technology will be emphasized to a greater degree as a result of the upcoming PARCC online assessments, and a focus on the SAMR model of technology instruction.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Dover High School will use the results of the PARCC online assessments to determine the effectiveness of each intervention. Final grades, SAT scores, and graduation rates will also be important factors that determine the effectiveness of our Title I programs.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

In order to inform stakeholders of the schoolwide program evaluation, the school mails each student's individual score report. In addition, parents are provided with quarterly marking period grades, mid-marking period progress reports, and weekly/bi-weekly progress reports, as necessary. Furthermore, parent-teacher conferences are also scheduled throughout the course of the year at the request of teachers and/or parents. Lastly, performance results are shared during Board of Education meetings.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All	All Students	Title I Parent Speaker Series	Mr. Delvis Rodriguez/Principal	Participant feedback Participation Rate	Building Collaboration Between Schools and Parents of English Language Learners: Transcending Barriers, Creating Opportunities (2008) by National Center for Culturally Responsive Educational Systems

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

As a result of Title I Parent Speaker Series, parents will have a working knowledge of several aspects of their child's overall academic success. Parents will have a knowledge of how the PARCC assessments affect their child. They will learn about the college application process, and they will have a better understanding of their child's mental and emotional makeup at such a critical stage of their lives.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents are involved in the development of the Parent Involvement Policy through their participation on the NCLB and Parent Advisory Council committees. In addition, parents are invited to attend and actively participate in two (2) Title I Parental Involvement meetings, which are held annually in the fall and spring.

3. How will the school distribute its written parent involvement policy?

The school will mail the parent involvement policy to all parents or send it home with the students. The school will also distribute and discuss the policy to all parents who attend the fall parent involvement meeting, and the policy will be posted on the school's website.

4. How will the school engage parents in the development of the school-parent compact?

Parents are involved in the development of the school-parent compact through their participation on the NCLB and Parent Advisory Council committees. In addition, parents are invited to attend and actively participate in two (2) Title I Parental Involvement meetings, which are held annually in the fall and spring.

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact is mailed home or sent home with students. In addition, it is available on the school website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

Student achievement is reported at Board of Education meetings, in which the principal presents the school's assessment results and reviews the school performance report.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Dover High School has met all Title III target objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school's disaggregated assessment results are reported at Board of Education meetings, in which the principal presents the school's assessment results.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are involved in the development of the Title I Schoolwide Plan through their participation on the NCLB and Parent Advisory Council committees. Additionally, family and community input is garnered from feedback forms that are collected following school events and countless conversations that are held between building administrators and family/community members.

10. How will the school inform families about the academic achievement of their child/children?

In order to inform parents about their child's assessment results, the school mails each student's individual score report. In addition, parents are provided with quarterly marking period grades, mid-marking period progress reports, and weekly/bi-weekly progress reports, as necessary. Furthermore, parent-teacher conferences are also scheduled throughout the course of the year at the request of teachers and/or parents.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Dover High School will use its parent involvement funds on educating parents in several aspects of their child's academic success. This may include making resources available to parents that will discuss and educate parents in areas like: The PARCC assessment, applying for college, the financial assistance process, navigating Naviance , SAT, adolescent development, and NCAA athletic eligibility.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	71	Teachers are offered opportunities to grow professionally through engagement in sustained, job-embedded activities outlined in the SPDC / LPDC and all components of the Mentoring Plan are implemented as well. Opportunities to increase content knowledge are provided and supported by the district, including graduate coursework specific to the teachers' teaching assignment.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
	N/A	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2	Paraprofessionals are offered opportunities to grow professionally through engagement in district and school-level professional development activities. This support will enable the school to attract and retain highly qualified paraprofessionals.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/A	
	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Dover High School will use professional development and novice teacher mentor training to attract and retain highly-qualified teachers. An overview of the school and district's professional support systems will be highlighted during the interview process and carefully planned and implemented during the year	Principal and ScIP members